



Introduction to Criminal Justice

CRJ 100

(1) Plan- Outcomes: Prepare for Assessment

1 Please answer the questions below in complete sentences. For more resources, follow these links. [Outcomes Checklist](#) [CurricUNET](#) [CurricUNET Instructions](#)

2 **Plan- Outcomes and Outcomes Alignment to Course Description: Prepare for Assessment - Assessment Rubric**

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Outcomes	Outcomes do not identify what students can do to demonstrate learning. Outcomes do not use measurable Bloom's Taxonomy verbs.	Most of the outcomes identify what students can do to demonstrate learning. Most outcomes use measurable Bloom's Taxonomy verbs.	All outcomes identify what students can do to demonstrate learning. All Outcomes use measurable Bloom's Taxonomy verbs. Corresponding program outcomes are identified.	All outcomes identify what students can do and are measurable using Bloom's Taxonomy verbs. Corresponding program outcomes are identified. National disciplinary standards have been incorporated into the course outcomes.

3 Course outline review for ICCB: Please download and review your course outline from CurricUNET. Are updates needed? (Examples: updating course outcomes and description, prerequisite changes, etc.)

4 **1. Course outline review for ICCB: Please download and review your course outline from CurricUNET. Are updates needed? (Examples: updating course outcomes and description, prerequisite changes, etc.)**

Course outcomes align with course description.	Yes	No
Course outline reviewed and no changes are needed.	Yes	No
Course outline reviewed and changes will be needed.	Yes	No

5 Course Learning Outcomes:



Explain how the components of the Criminal Justice system are interrelated.



Explain the professional responsibilities of components within the Criminal Justice system and society at large.





6

National disciplinary standards are incorporated in the course outcomes.

- Yes
- No
- N/A

7

For each course outcome, list the corresponding program outcome(s):

Course Outcomes	Program Outcomes
Explain how the components of the Criminal Justice system are interrelated.	Evaluate the similarities and differences of the components of the Criminal Justice System.
Explain the professional responsibilities of components within the Criminal Justice system.	Discuss problem solving techniques and consequences around social problems.

8

Select one or two College Learning Outcomes that could be assessed in this Course.

- Critical Thinking
- Communication
- Global Awareness
- Information Literacy
- Quantitative Literacy

(2) Plan- Assessment Artifact(s)/Measure(s)/Target(s): Prepare for Assessment

1

Please answer the questions below in complete sentences. For more resources, see [Assessment Artifact\(s\)/Measure\(s\) How to Write a Target](#)

2

Plan- Assessment Artifact(s)/Measure(s): Prepare for Assessment - Assessment Rubric

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Assessment Artifact(s)/Measure(s)	Assessment Artifact(s)/Measure(s) are not defined.	Assessment Artifact(s)/ Measure(s) listed are vague and do not clearly connect to the outcomes.	Assessment Artifact(s)/Measure(s) listed are clear and align to each outcome.	Assessment Artifact(s)/Measure(s) listed are clear and align to each outcome. Plan contains use of authentic performance- based direct and indirect Assessment Artifact(s)/Measure(s).

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Targets	Achievement targets are not defined.	Achievement targets are not clear, are written as a grade or are not rigorous. Targets are not written as the percentage of students meeting acceptable standards and targets for each outcome are not identified.	Achievement targets are clear, rigorous, yet attainable. Targets written as percentage of students meeting acceptable standards for each outcome.	Meets all criteria of Full Implementation. Includes multiple targets that are explained and linked to specific outcomes for direct and indirect measures.

3

Please complete the chart below and indicate the assessment artifact you will be implementing, as well as the corresponding achievement target. Please be sure to have a target for each outcome and assessment artifact.
 An assessment artifact can be used for all outcomes if question (s) or criteria are aligned to outcomes. To attach a rubric or assessment artifact, navigate to "Manage Artifacts" which appears next to the "Exit Form" button at the top right of the screen. Navigate to "+Add Documents" at the bottom of this menu, and attach an artifact.

Table

Outcomes	Assessment Artifact(s)/Measure(s)	Achievement Target
Explain how the components of the Criminal Justice system are interrelated.	Final Exam, 12 outcomes aligned questions	80% of students will get 75% or higher (9 questions) correct
Explain the professional responsibilities of components within the Criminal Justice system.	Final Exam, 12 outcomes aligned questions	80% of students will get 75% or higher (9 questions) correct

(3) Do- Implementation Process and Timeline: Prepare for Assessment

Please answer all the questions in complete sentences.

1

The assessment will be administered in:

Fall and Spring Semester ▼

2

Faculty members responsible for coordination of completed data:

Name of Faculty Member(s)

3

Data is collected in the semesters of the current academic year, and data will be reported in steps 4 & 5 by December 1st of the following academic year.

(4) Check-Results: After the Assessment

1

Please answer all the questions in complete sentences. For more resources, see [How to Collect & Summarize Results](#)

2

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Summarizing the Results	Little or no summary.	Basic numbers may or may not be reported; summary of results.	Numbers reported, clear summary of results.	Numbers reported, detailed summary of results; additional conclusions, narrative of context of assessment.
Reflection	Little or no Reflection.	Reflection on process is data bound.	Reflection informed by data and context.	Qualitative data narratives added to reflection informed by data.

3

Summarize the results. (Use the numbered list on the back of How to Collect & Summarize Results to assist you).

Two face-to-face sections of this course were offered. The first section had an enrollment of 28 students the second section had an enrollment of 24 students.

Outcome #1 Questions: The first section average on the multiple choice questions averaged 72% and the second section average was 74% the aggregate average was 73%.

Outcome #2 Questions: The first section average on the multiple choice questions averaged 80% and the second section average was 84% the aggregate average was 82%.

4

Include any additional information or insights you gleaned during the semester. These may be serendipitous moments, stories or other qualitative findings to add to your quantitative data.

The second section of the course had better overall attendance which may have contributed to the slightly higher results.

5

Reflect on the Assessment Process. (What went well? What didn't go well? Is there anything related to assessment procedures your program would do differently next time?)

The method of assessment aligns with the outcomes and appropriately assesses achievement of each of the courses two outcomes. Next time, I would like to set up the final exam in canvas and collect data in the assessment management system so that my data collection isn't a manual process.

6

Faculty were collectively involved in the evaluation of the assessment data

Yes ▼

(5) ACT- Using Results to Improve Student Learning (Action Plan): After the Assessment

Please answer all the questions in complete sentences.

1

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation

	Beginning Implementation	Partial Implementation	Full Implementation	Integrated Implementation
Planned Changes	Proposes ineffective changes that do not address the data.	Proposes changes in course, basic or generic curriculum or instruction	Proposes detailed curriculum or instruction changes in course and includes timeline.	Proposes specific changes in course curriculum or instruction. Met or exceeded target. Changes will be monitored over time. Includes a timeline in next steps for implementation and a date for the next steps to determine learning improvement.

2

Based on these results, are you planning on making any changes to the course? Please be specific.

The results indicate that we are not meeting outcome #1 at the target level of 75%. When I survey my course curriculum we spend more weeks discussing the professional responsibilities within the Criminal Justice system (Outcome #2). We also have a hands-on activity in course around this outcome. The hands on activity went very well and the higher level learning of application most likely contributed to the higher exam results. Next year I will make a change to the course and add a hands-on activity for outcome #1 and compare future results.

3

When are you planning on reassessing the course if changes are made?

I will make the change to my curriculum this summer. I plan to collect data in the next academic year to confirm the changes improved outcome #1 results

4

Please select one of the four uses of this assessment:

Learning Environment Change: Curriculum and/or Instruction: Our assessment results are not as expected, curriculum and/or instruction will be reviewed and changes to curriculum and/or instruction will be imp

CONTINUE LATER

SUBMIT THE FORM

